



State of New Jersey

2014-15

15-2990-030

OVERVIEW

GLOUCESTER

MANTUA TWP

GRADE SPAN PK-03

CENTRE CITY ELEMENTARY SCHOOL

301 COLUMBUS DR

MANTUA, NJ 08051

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

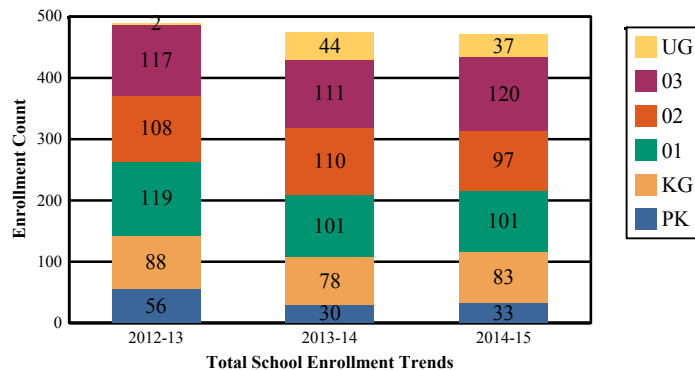
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GRADE SPAN PK-03

15-2990-030
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Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

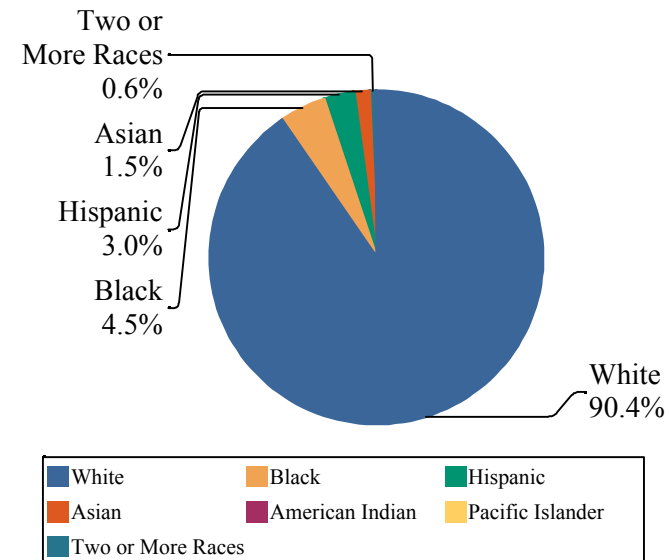
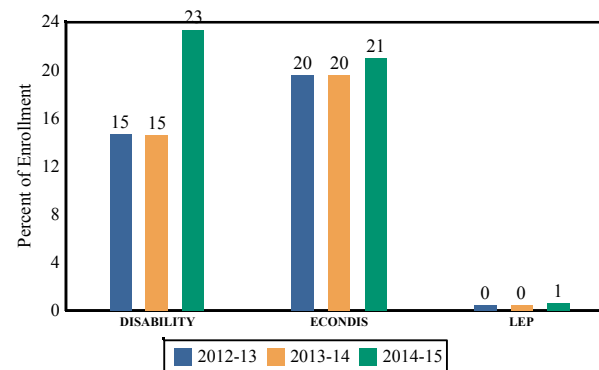


Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Enrollment Trends by Program Participation

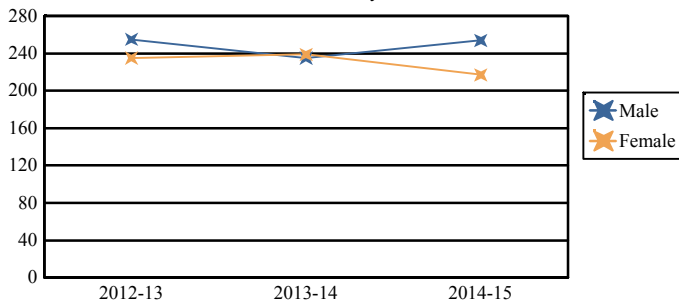
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	490
2013-14	474
2014-15	471

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	255	235
2013-14	235	239
2014-15	254	217

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	110	23%
Economically Disadvantaged Students	99	21.0%
English Language Learners	3	0.6%

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	99.8%
Spanish	0.2%

ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-03

CENTRE CITY ELEMENTARY SCHOOL

301 COLUMBUS DR

MANTUA, NJ 08051

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	46%	13	36
Math Met or Exceeded Expectation	46%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	125	45.6%	95%	97.7%	YES
White	112	47.4%	95%	97.4%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	125	45.6%	95%	97.7%	YES
White	112	47.4%	95%	97.4%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	125	746	744	10%	16%	29%	41%	5%	46%	44%
White	112	747	753	9%	15%	29%	43%	4%	47%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	29	736	718	14%	24%	28%	31%	3%	34%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	28	735	724	21%	14%	25%	36%	4%	39%	24%

PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	125	745	746	4%	22%	28%	41%	5%	46%	46%
White	112	747	752	3%	20%	30%	43%	4%	47%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	29	735	727	7%	34%	24%	31%	3%	34%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	28	734	730	7%	32%	29%	29%	4%	32%	26%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

COLLEGE AND CAREER READINESS

**GLOUCESTER
MANTUA TWP**

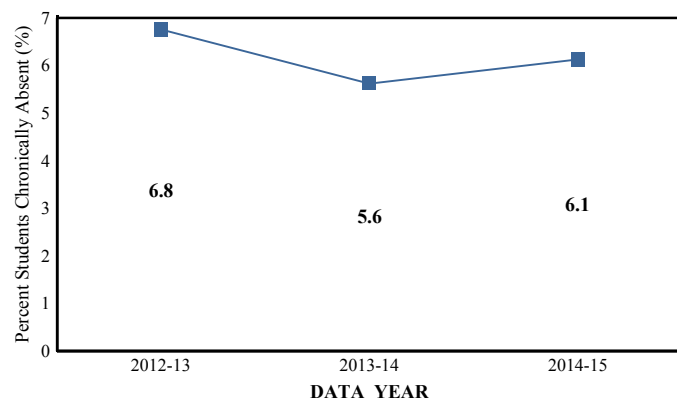
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

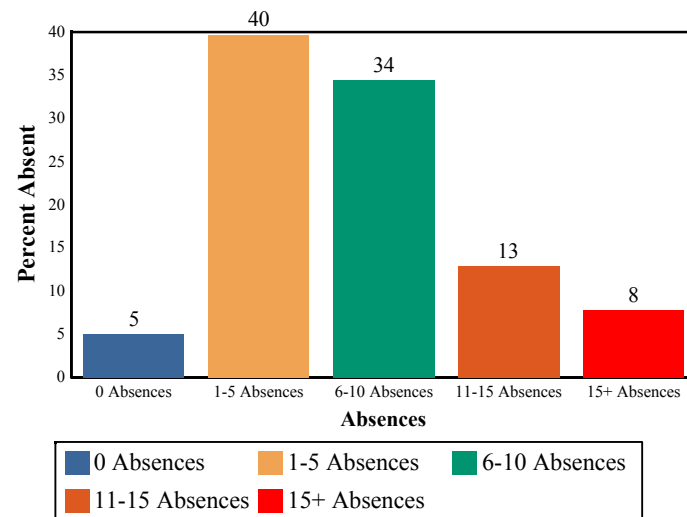


Chronic Absenteeism for 2014-15

6.13%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN PK-03

CENTRE CITY ELEMENTARY SCHOOL

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	841	850
75th	767	770
50th	747	743
25th	726	715
0th	653	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	793	850
75th	766	767
50th	746	745
25th	724	722
0th	659	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	45

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 45 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	2.1%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	6 Hrs. 5 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	12
Administrators	471

SCHOOL PEER GROUP

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GRADE SPAN PK-03

CENTRE CITY ELEMENTARY SCHOOL

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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	EDGEWATER BORO	ELEANOR VAN GELDER	03-1270-050	03-06	20%	5.5%	8.8%
BURLINGTON	LUMBERTON TWP	ASHBROOK ELEMENTARY SCHOOL	05-2850-010	02-03	25.6%	1%	22.6%
BURLINGTON	MOORESTOWN TWP	MARY E. ROBERTS ELEMENTARY SCHOOL	05-3360-100	KG-03	26.9%	6.2%	18.2%
BURLINGTON	MOUNT LAUREL TWP	FLEETWOOD ELEMENTARY SCHOOL	05-3440-045	PK-04	20%	3.6%	12.2%
BURLINGTON	MOUNT LAUREL TWP	HILLSIDE ELEMENTARY SCHOOL	05-3440-050	PK-04	14.6%	0%	9.5%
CAMDEN	VOORHEES TWP	OSAGE SCHOOL	07-5400-090	KG-05	20.6%	5.1%	9.9%
CHARTERS	HOLA HOBOKEN DUAL LANG CS	HOBOKEN DUAL LANGUAGE CHARTER SCHOOL	80-6036-921	KG-06	11.7%	0%	6.2%
ESSEX	MONTCLAIR TOWN	NORTHEAST ELEMENTARY SCHOOL	13-3310-140	KG-05	18.4%	2.3%	11.6%
ESSEX	WEST ORANGE TOWN	GREGORY ELEMENTARY SCHOOL	13-5680-120	KG-05	24.2%	3.1%	17.6%
GLOUCESTER	MANTUA TWP	CENTRE CITY ELEMENTARY SCHOOL	15-2990-030	PK-03	21%	0.6%	17.1%
GLOUCESTER	WASHINGTON TWP	BIRCHES ELEMENTARY SCHOOL	15-5500-027	01-05	23.3%	0%	21.5%
GLOUCESTER	WOODBURY HEIGHTS BORO	WOODBURY HEIGHTS ELEMENTARY	15-5870-050	KG-06	20.9%	0%	18.6%
HUNTERDON	FLEMINGTON-RARITAN REG	ROBERT HUNTER ELEMENTARY SCHOOL	19-1510-050	KG-04	25.1%	5.7%	15.7%
MERCER	HAMILTON TWP	SAYEN ELEMENTARY SCHOOL	21-1950-240	PK-05	15.1%	0.4%	10.7%
MERCER	HAMILTON TWP	YARDVILLE HEIGHTS ELEMENTARY SCHOOL	21-1950-270	PK-05	20.9%	2.1%	15.8%
MERCER	LAWRENCE TWP	BEN FRANKLIN ELEMENTARY	21-2580-070	PK-03	17.7%	2.7%	9.9%
MERCER	PRINCETON REGIONAL	JOHNSON PARK SCHOOL	21-4255-070	PK-05	23.9%	3.7%	17.1%
MIDDLESEX	EAST BRUNSWICK TWP	CHITTICK ELEMENTARY SCHOOL	23-1170-125	KG-05	16.8%	0%	12.3%
MIDDLESEX	MIDDLESEX BORO	HAZELWOOD ELEMENTARY SCHOOL	23-3140-065	PK-03	26.4%	5%	17.9%
MIDDLESEX	OLD BRIDGE TWP	RAYMOND E. VOORHEES ELEMENTARY SCHOOL	23-3845-140	KG-05	20.8%	0%	17.9%
MIDDLESEX	SOUTH BRUNSWICK TWP	GREENBROOK ELEMENTARY SCHOOL	23-4860-095	KG-05	25.5%	6%	15.6%

SCHOOL PEER GROUP

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MIDDLESEX	SPOTSWOOD BORO	E RAYMOND APPLEBY ELEMENTARY SCHOOL	23-4970-050	02-05	19%	1.5%	14.2%
MIDDLESEX	WOODBIDGE TWP	OAK RIDGE HEIGHTS SCHOOL	23-5850-240	KG-05	11.3%	0%	4.7%
MONMOUTH	HAZLET TWP	MIDDLE ROAD SCHOOL	25-2105-090	01-04	18.9%	0%	14.5%
MONMOUTH	MIDDLETOWN TWP	LEONARDO ELEMENTARY SCHOOL	25-3160-110	KG-05	18.4%	3%	11.6%
MONMOUTH	TINTON FALLS	SWIMMING RIVER SCHOOL	25-5185-050	04-05	22.2%	1.5%	16.8%
OCEAN	BRICK TWP	MIDSTREAMS ELEMENTARY SCHOOL	29-0530-060	KG-05	20.2%	0%	17.7%
OCEAN	JACKSON TWP	ELMS ELEMENTARY SCHOOL	29-2360-035	PK-05	13.7%	0%	8.7%
OCEAN	TOMS RIVER REGIONAL	NORTH DOVER ELEMENTARY SCHOOL	29-5190-080	KG-05	16.5%	0%	11.5%
PASSAIC	HAWTHORNE BORO	ROOSEVELT ELEMENTARY SCHOOL	31-2100-080	KG-05	23.2%	2.3%	16.7%
PASSAIC	NORTH HALEDON BORO	MEMORIAL ELEMENTARY SCHOOL	31-3640-060	KG-04	17.6%	0.5%	12.6%